

# Log Cabin Adventure Playground After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	118068
<b>Inspection date</b>	06/06/2012
<b>Inspector</b>	Martha Darkwah

<b>Setting address</b>	259 Northfield Avenue, Ealing, London, W5 4UA
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<b>Type of setting</b>	Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

The Log Cabin Adventure Playground After School Club was registered in 1998, and is a registered charity. The setting provides after school care and operates a holiday play scheme, for children aged from four to 15 years. Children use six rooms, defined by age groups and or specific activity. All children use an enclosed, outdoor adventure play area.

The setting supports a number of children with special educational needs and/or disabilities. They also support a number of children who speak English as an additional language.

The setting is registered to provide after school care for 20 children, and the holiday play scheme is registered for 30 children aged between four and eight years. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 267 children, aged between four and eight years on roll.

During school holidays, day care is provided from 8:30am to 5:45pm Monday to Friday. Additionally, the setting offer extended hours on Saturdays from 1pm-5pm. After school sessions operate, Monday to Friday, during term time from 3.00pm-6.30pm and 1pm-5pm on Saturdays. Transport is provided, where possible, to escort children with learning difficulties or disabilities, to and from the setting.

Permanent teams of 26 staff work with the children. Half of these hold suitable early years qualifications including NVQ, levels 2, 3 and 4. Additional sessional staff are employed during play schemes.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff members know and understand children well and use successful systems to monitor progress well. As a result, and supported by excellent partnerships with other agencies, they ensure that children's individual care and learning needs are successfully promoted.

Overall, partnerships with parents are effective to meet children's individual needs. Ongoing self-evaluation by the management and the staff team identifies priorities for improvement, with regular monitoring and execution. Consequently, there is a good capacity to maintain continuous improvement of the provision.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop further opportunities for children to find out about and learn how to use information and communication technology
- improve partnership with parents by asking them for to contribute to their children's learning journeys.

## **The effectiveness of leadership and management of the early years provision**

The management team and staff have an excellent understanding of their responsibilities to protect children from harm. All staff know that robust safeguarding policies and procedures are in place. Comprehensive recruitment and vetting procedures are in place to ensure that all adults caring for children, including those with a specialist role, are suitable to do so. Effective risk assessments ensure children are safe whilst on the premises, the adventure playground and on outings. Staff collecting children from home and school follow effective safety procedures.

Children participate in regular fire drills and demonstrate excellent awareness of how to leave the premises quickly and safely. They show exceptional understanding of how to keep safe and use equipment, such as climbing frames and hammocks, safely. All documentation maintained to a high standard ensures the safe and efficient management of the service.

The management team and staff reflect on their practice regularly to evaluate areas for further development. The motivated manager has set high standards that are embedded across all areas of practice. They are eager to improve outcomes for children in all areas. There is a clear vision for future development and ongoing improvement. Good use is made of training and advice from the local authority.

Play and learning resources are of good quality and successfully support most areas of learning. Staff members work hard to create an inclusive and enabling environment that encourages independence in all children. They deploy resources especially well on the floor, on tables, in baskets and open-fronted shelves and cabinets, which enables children to make choices about what they want to play with. Children have a choice of indoor and outdoor play opportunities.

Children benefit from the highly positive and excellent partnerships established with other professionals and other agencies. This extremely successful partnership promotes children's learning, development and welfare exceptionally well for continuity. Partnerships with the schools, children attend, are exceptional. Staff members work closely with other practitioners to monitor children's progress and plan for the next steps in their learning.

Partnerships with parents are good. Parents receive good quality information about their children through discussions, meetings and newsletters that keep them up-to-date with planning and routines. However, they are not given robust opportunities to contribute to their children's learning journeys.

Staff members promote equality and diversity especially well. Integral to children's play is a broad range of resources that positively promote diversity and inclusive

practice. Children develop respect for different cultures and people through celebrating festivals of the communities that are present around them. Children share books and play with dolls and small world figures that reflect diversity, including people with special educational needs and/or disabilities. Staff members explain the significance of valuing and respecting others in ways young children can understand.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy, secure and settled in this welcoming and child-centred environment where they enjoy the activities on offer. Systems to observe and assess children's progress work generally well to identify learning priorities for children. Staff members are clear about how to help children make good progress towards the early learning goals. They consistently identify their individual next steps, and use these in future planning. Well-equipped and well-planned activities successfully add to this busy, happy environment. Staff members support children well to promote positive attitudes to learning, with good quality planning and a balance of adult-directed and child-initiated play. Staff members give support to those who feel unsure.

Children develop the skills that they need for future learning. They think critically, solve problems as they assemble tracks for racing cars, complete simple puzzles and explore numbers and shapes. Children play with toy microwaves, and use a toy cash register to develop mathematical ideas and methods to solve practical problems, as they engage in role-play in the playhouse set up as a shop. However, provision for young children to find out about and use information and communication technology is less extensive. There is good provision for children to rest and relax in a quiet room. They enjoy using a sensory room with a range of facilities that stimulate their senses and give plenty of opportunities for them to work out how one action has an effect on others.

Children love to explore the dressing up corner and role-play. They put on clothes, shoes and belts and walk down an imaginary 'cat walk' with music in the background. They sway and dance to music and sing their favourite songs to rhythms from a variety of musical instruments. As a result, children develop concentration skills, confidence and social skills. Children develop their early writing skills, using mark-making equipment such as pencils, crayons, chalk and paint with increasing confidence.

Children's communication, language and literacy skills are improving as they develop a healthy interest in books. Staff members sit with the children and share books with them. Young children recognise numbers from one to five, identify shapes, and use mathematical language. Children work together in small groups, using the outdoor water station. They eagerly pump water down the cascading shoots, create a dam and watch with excitement as the water follows into the drain below. They enjoy sand play, exploring volume and texture as they fill buckets and moulds, using spades. Older children happily negotiate and share

ideas with staff and each other. They design a poster for a 'fashion show' inviting children as audience.

Children behave well. In the event of any unacceptable behaviour, staff members use good management techniques that are suitable for the age and stage of children's development. Children say that they enjoy coming to the play scheme where they learn social skills by taking turns and playing in teams in the refurbished playground.

Children enjoy healthy, well-balanced meals and take plenty of exercise each day. Children are particularly content because the staff meets their individual health, care and dietary needs to an exceptional standard. They show special awareness of their own safety by walking safely indoors. Children with restricted mobility move around in wheelchairs and access activities both indoors and outdoors with good staff interaction and support, thus making it a fun experience.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met